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ABSTRACT

The primary goal of the federally funded Chapter 1 program is to improve the educational opportunities of educationally deprived children by helping them to: (1) succeed in the regular program, (2) attain grade-level proficiency, and (3) improve in the basic and more advanced skills that all children are expected to master. This report examines the status of the Chapter 1 education program in the State of Utah during 1990-91, including 12 graphic charts depicting various program measurements. Following basic information about the Chapter 1 program, charts provide details on the numbers of public schools and students served by Chapter 1, the numbers of students served per service, and achievement scores for each of the services within the program. It is noted that, overall, 31,000 students were served during the 1990-91 school year, of which 78.6 percent were White, 10.5 percent were Hispanic, and 6 percent were Black. An appendix displays the percent of low income populations within various counties of the state, as well as the state's average percentage of the population designated as low income; and a list of the school districts receiving Chapter 1 grants, the number of students served, and the amount of funding. (GLR)

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ED 365 763

State of Utah

Chapter 1

1990-91
Annual Report

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What is Chapter 1?

Program Authorization

Chapter 1 is a federally funded education program that was created under Part A of Chapter 1 of Title 1 of the Elementary and Secondary Education Act (E.S.E.A.) of 1965. The latest reauthorization of the program came in 1988 in the form of the Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary Schools Improvement Amendments (Public Law 100-297).

Program Purpose

Chapter 1 provides financial assistance through State Educational Agencies (SEAs) to Local Educational Agencies (LEAs) to meet the special educational needs of educationally deprived children in school attendance areas and schools with high concentrations of children from low-income families. Some Chapter 1 funds are also available to help meet the needs of children in local institutions for neglected or delinquent (N or D) children.

Goals of Chapter 1

The primary goals of Chapter 1 are to improve the educational opportunities of educationally deprived children by helping them:

1) ***succeed in the regular program;***
2) ***attain grade-level proficiency; and***
3) ***improve in the basic and more advanced skills that all children are expected to master.***

Chapter 1 Funding

Chapter 1 resources are intended to supplement the regular education program of a school in helping to enhance the educational opportunities of qualified children. Federal Chapter 1 funds are allocated to states based on the most recent census counts available to the U.S. Department of Education. The total Chapter 1 allocation for fiscal year 1991 was close to $4.9 billion. Over the past three years, the state of Utah has received approximately 0.35% of the total Chapter 1 allocations for the nation. A more complete summary of Chapter 1 grants to local school districts is presented in Appendix 2.

Chapter 1 in Utah

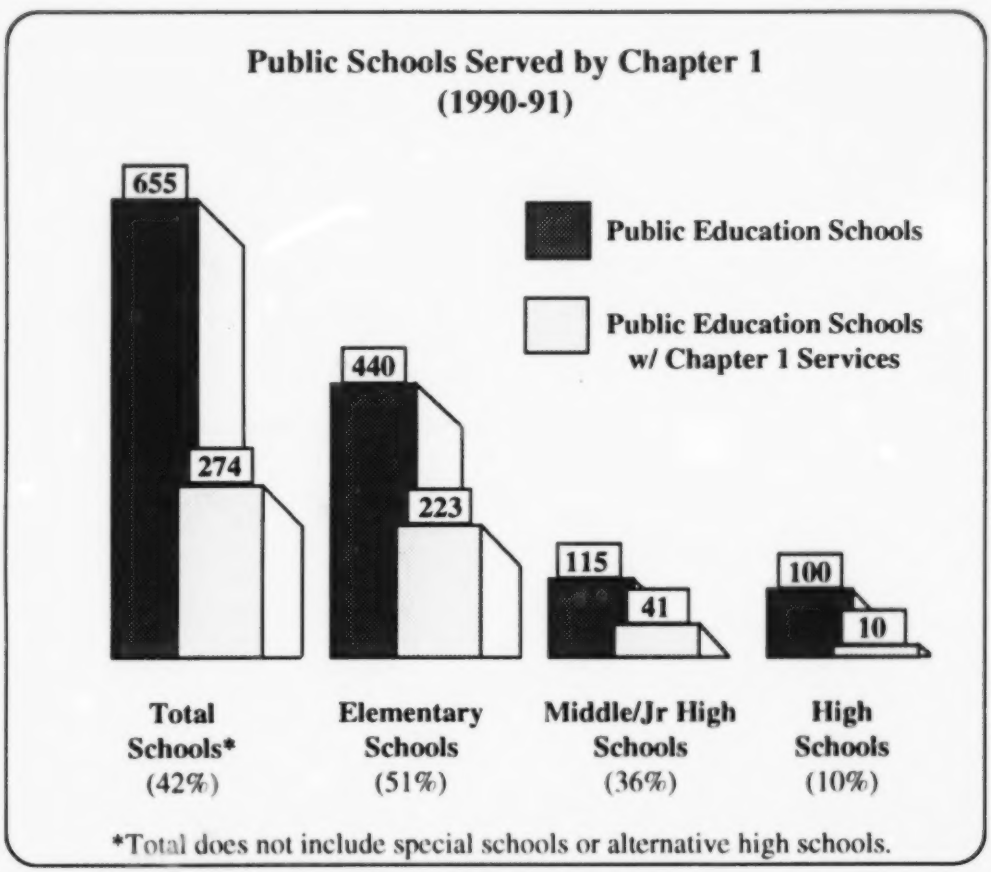
Districts Served by Chapter 1

All forty school districts in the state of Utah receive Chapter 1 funds. The amount of funds that each receives is dependent upon the number of children of low-income families that reside in the district.

Schools Served by Chapter 1

During the 1990-91 school year 274 public schools received Chapter 1 funds. This constitutes approximately 42% of the public schools* in Utah. Chart #1 illustrates the relative number and percent of schools served.

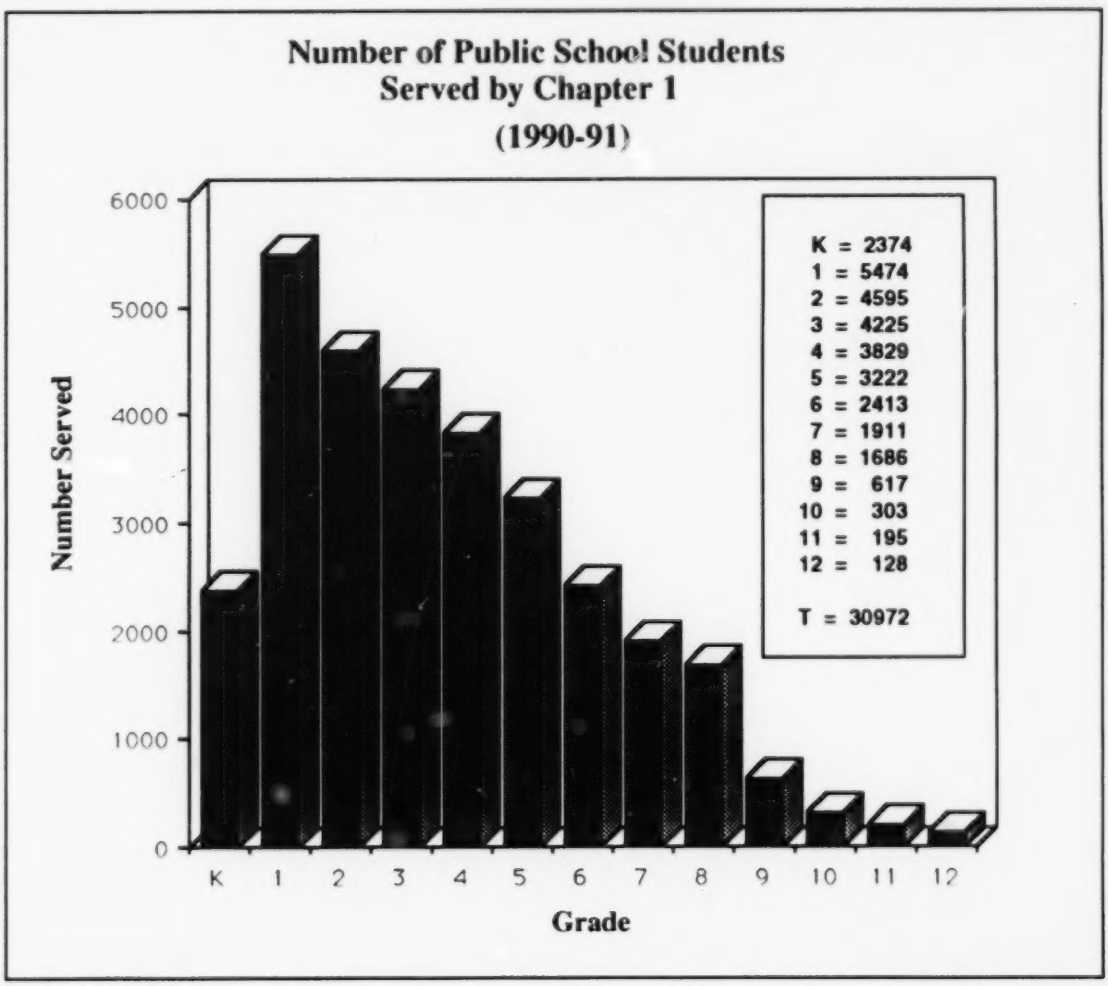
Chart #1



Students Served by Chapter 1

More than 31,000 students were served by Chapter 1 during the 1990-91 school year. Of those, 30,972 were public school students and 117 were from non-public schools. Local districts determine the grades that are served and the subjects that will be taught based on an annual needs assessment. The majority of the children served were from elementary schools. Chapter 1 law requires that LEAs design a student selection process that identifies students with the greatest need and that the selection process be implemented consistently among all participating Chapter 1 schools. Because Chapter 1's focus is on providing supplementary help to educationally deprived students, most students being served have achievement test scores below the 50th percentile. Chart #2 shows the number of students served at each grade level.

Chart #2



Students Served by Chapter 1 (continued)

In accordance with federal regulations, the Utah State Office of Education collects statistical data on the number of students served by gender and ethnic origin. Chart #3 provides a summary of that information.

Chart #3

Gender		
	Number	Percent
Male	17,145	55.4%
Female	13,827	44.6%
Total	30,972	
Race / Ethnic Origin		
White	24,341	78.6%
Hispanic	3,260	10.5%
Native American	1,868	6.0%
Asian / Pacific Islander	1,005	3.2%
Black	498	1.6%
Total	30,972	

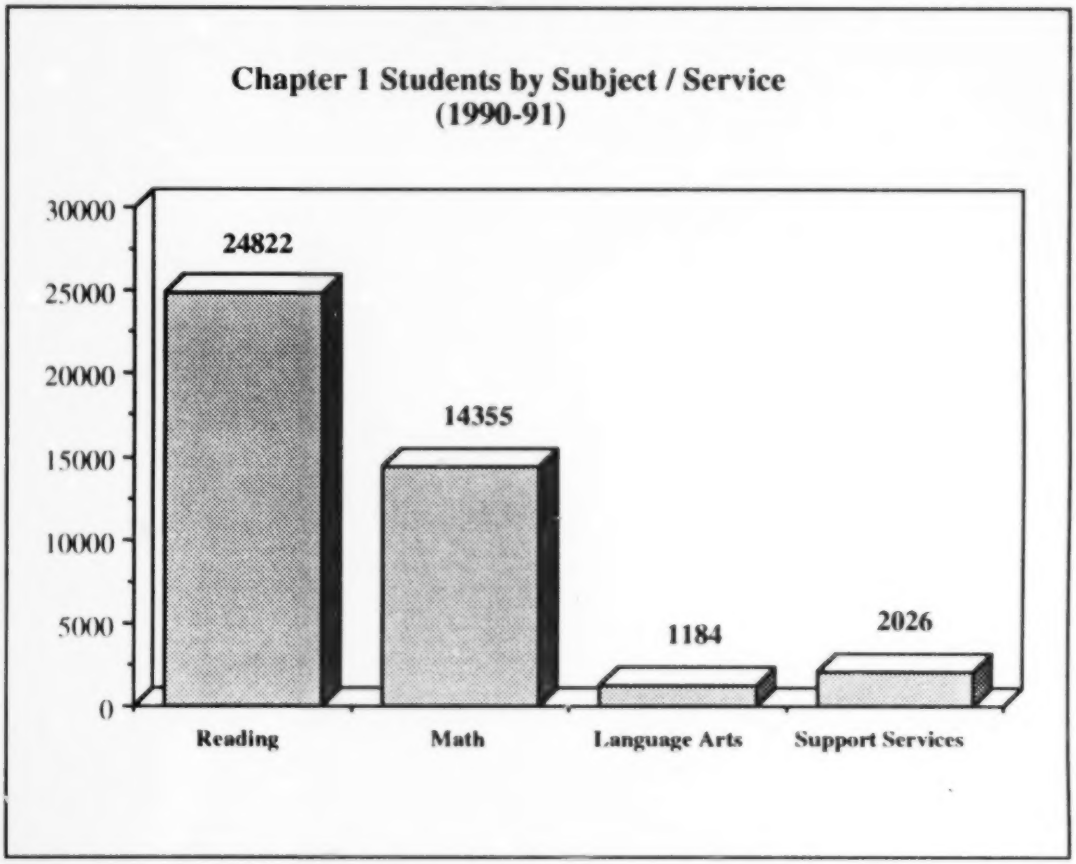
Chapter 1 Services Provided

Based on the results of the annual needs assessment mentioned previously, Local Educational Agencies determined the target areas of instruction and the grades that received Chapter 1 service during the 1990-91 school year. Local schools provided Chapter 1 services in four basic areas: reading, mathematics, language arts, and other support services (mostly counseling).

More Chapter 1 resources are spent in the area of reading instruction than in any other area. Although all districts provided reading services, not all provided instruction in mathematics, language arts, or counseling. Some Chapter 1 students do qualify for more than one area of service; for example, a number of students may receive instruction in both reading and math, others may receive counseling along with their reading instruction.

Chart # 4, on the next page, reflects the different service areas provided and the number of students in the state of Utah receiving those services during the 1990-91 school year.

Chart #4



Achievement of Chapter 1 Students

Local Chapter 1 programs are required to report student achievement to the Utah State Office of Education a minimum of once in three years for submission to the U.S. Department of Education. Districts are required to use a standardized, norm-referenced test for evaluation purposes unless a specific waiver has been granted by the U.S. Department of Education. Some school districts administer their achievement tests to Chapter 1 students in the spring of the year; others have moved to a fall testing cycle.

Student achievement is reported in terms of Normal Curve Equivalents (N.C.E.s). The N.C.E. system of reporting allows districts to aggregate student scores to identify an accurate average gain or loss for the program participants. A "0" N.C.E. gain reflects the amount of growth a student would be expected to achieve if there were no extraordinary intervention on behalf of the student. A "greater than 0" would imply that the intervention has had a positive impact on the student's relative ability. Charts 5-10 on pages 6, 7, and 8 report the aggregate N.C.E. gains for Chapter 1 students in the state of Utah for 1990-91.

Chart #5

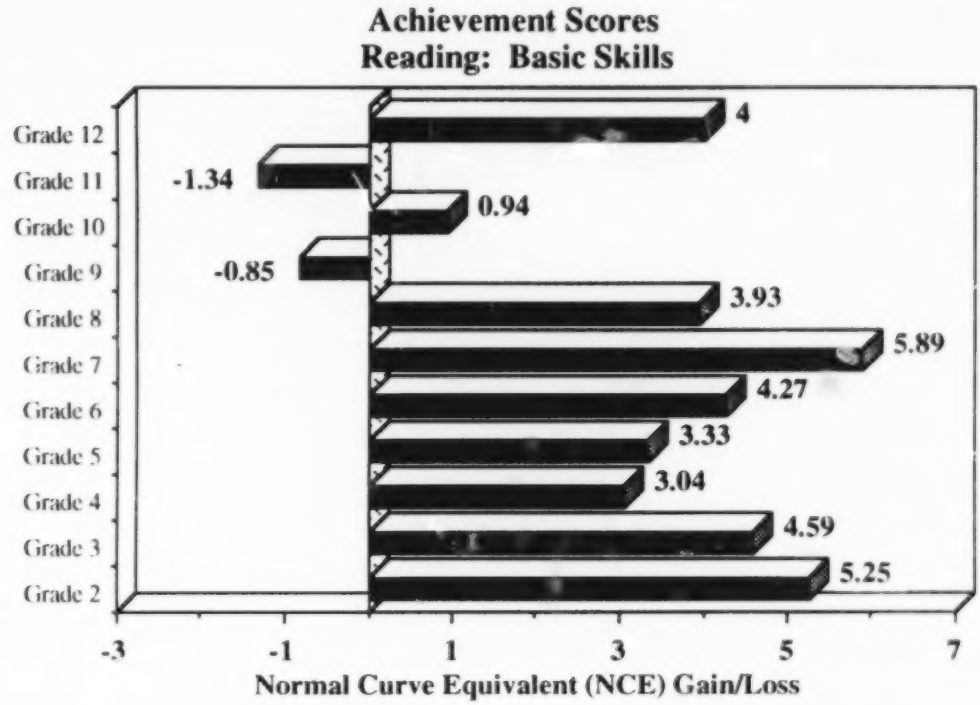


Chart #6

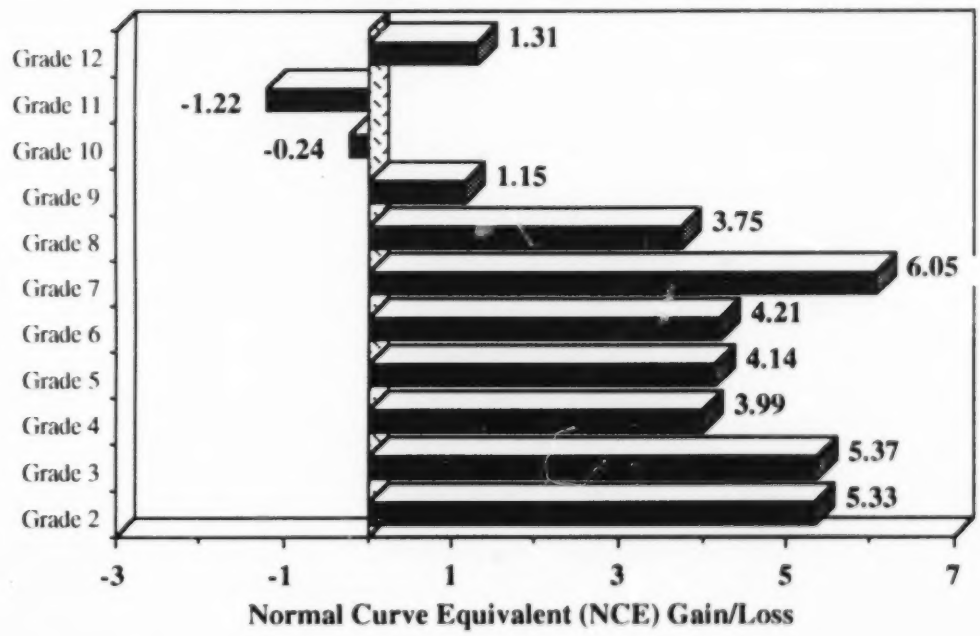


Chart #7

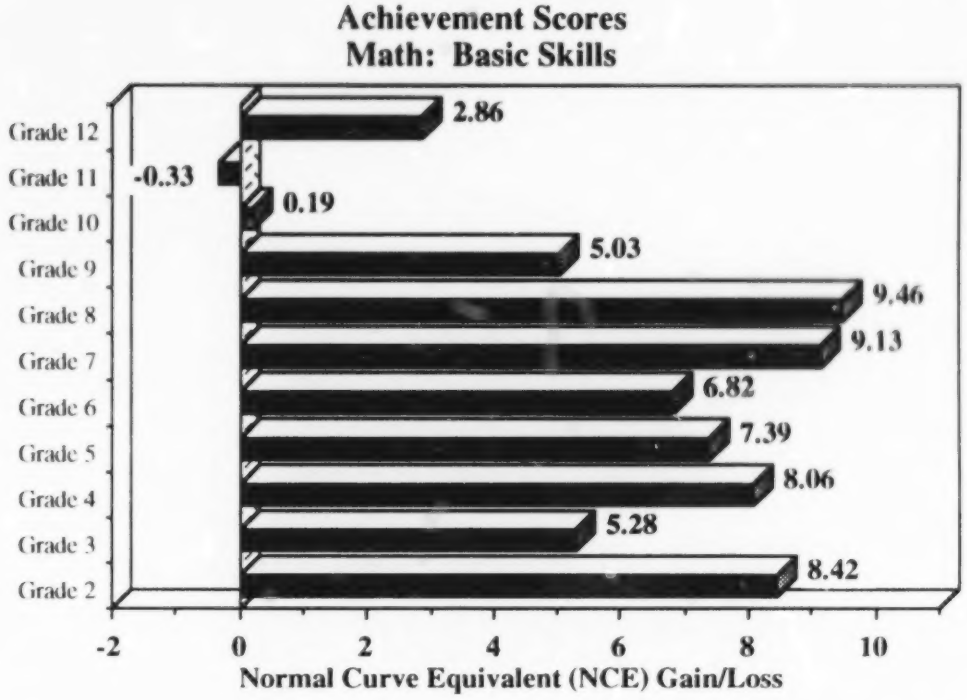


Chart #8

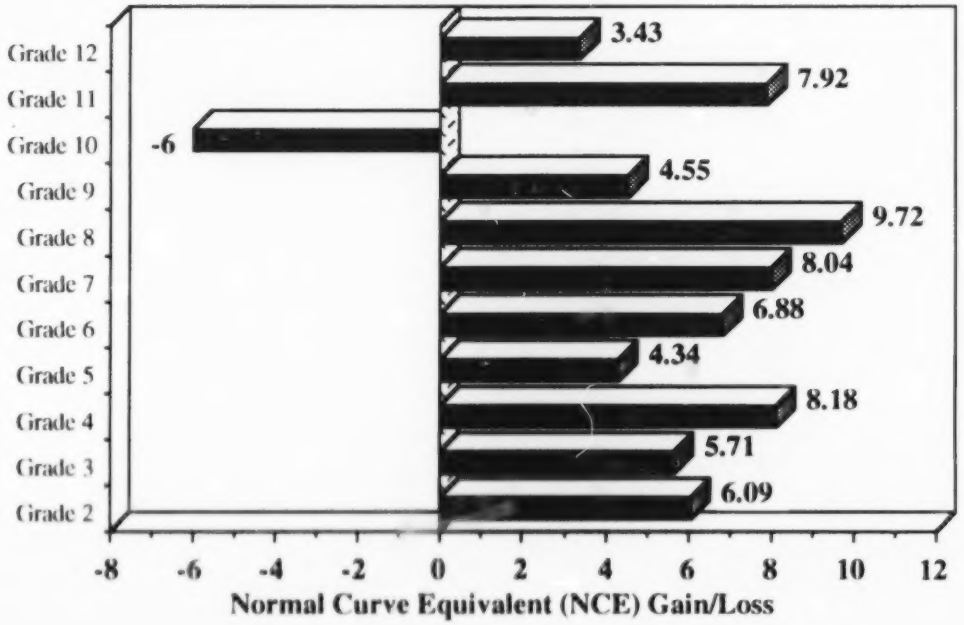


Chart #9

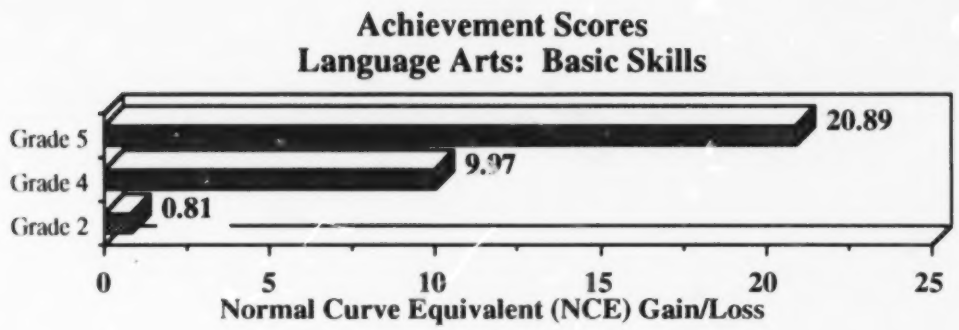
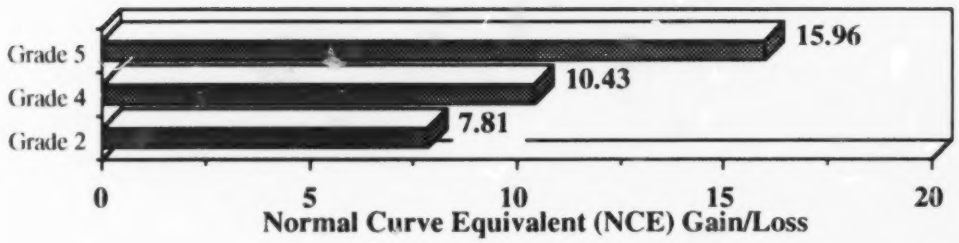


Chart #10



Summary of Students Tested

Grade	Reading	Math	Language Arts
2	1490	256	21*
3	1638	480	0*
4	1372	492	30*
5	1027	456	27*
6	546	283	0*
7	430	180	0*
8	261	125	0*
9	60*	31*	0*
10	34*	16*	0*
11	32*	12*	0*
12	13*	7*	0*
TOTAL	6903	2338	78

* Small *n* makes aggregate N.C.E. gains/losses questionable.

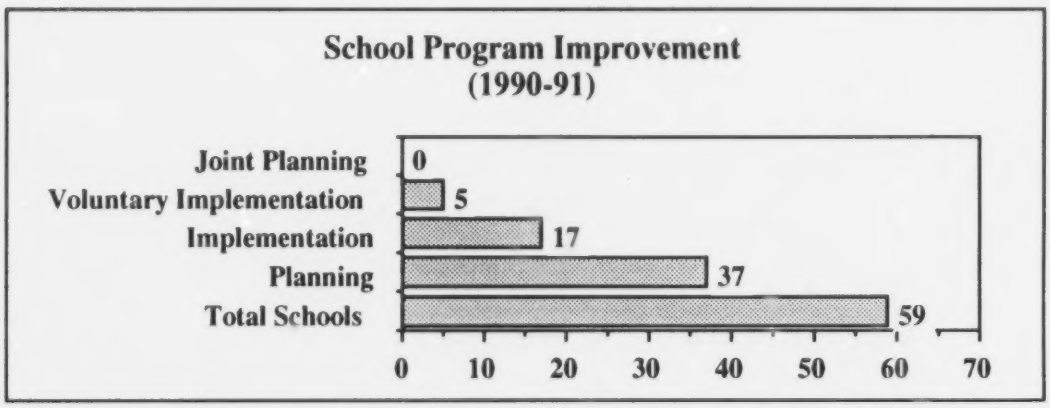
Chapter 1 School Program Improvement

Public Law 100-297 requires the annual evaluation of Chapter 1 programs. The evaluation looks at student progress in both basic and more advanced skills. Student progress is measured in terms of aggregate N.C.E. gains and in terms of district-defined desired outcomes. Schools that fail to make a greater than "0" N.C.E. gain in aggregate or fail to make substantial progress toward achieving their desired outcomes are to be involved in the school program improvement (S.P.I.) process.

The School Program Improvement process provides financial resources to encourage schools to evaluate their educational program and identify specific ways to strengthen it. The goal of S.P.I. is to improve the quality of Chapter 1 services in order to help students make greater achievement. Effective S.P.I. projects look at Chapter 1 as an integral part of the total school program. This encourages the support and participation of school administration, teachers, and parents.

During the 1990-91 school year, fifty-nine schools were involved in the S.P.I. process in Utah. Chart #11 outlines the respective S.P.I. phase in which those schools were working.

Chart #11



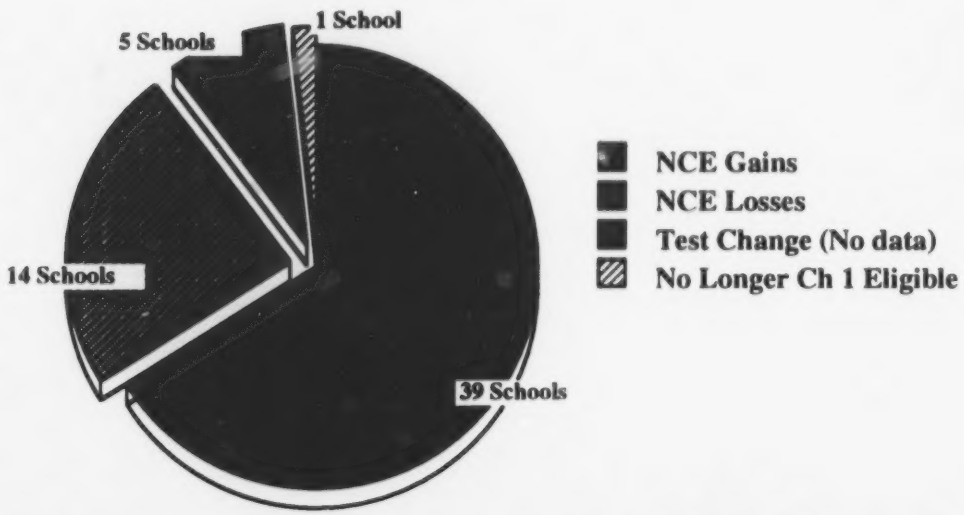
Schools are given up to one year to develop a school program improvement plan. If, at the end of the first year, a school shows aggregate N.C.E. gains, the school has the option to voluntarily implement its S.P.I. plan or to graduate out of the S.P.I. process. Schools failing to achieve aggregate N.C.E. gains after their first year are required to fully implement the S.P.I. plan that they developed. If a school is not able to achieve positive gains by the end of the second year of school program improvement, the law requires that the S.E.A. work with the local school in developing a joint S.P.I. plan.

Chapter 1 School Program Improvement (continued)

At the end of the 1990-91 school year, the schools involved in the S.P.I. process reported their aggregate achievement scores to the Utah State Office of Education. Chart #12 shows the results from those schools in terms of N.C.E. gains or losses.

Chart #12

Achievement Results of SPI Schools (1990-91)



Those schools that had N.C.E. losses continued in the school program improvement process during the 1991-92 school year. Of the thirty-nine schools that achieved N.C.E. gains, twelve elected to continue with voluntary implementation of their S.P.I. plans during the 1991-92 school year while twenty-seven chose to graduate out of the S.P.I. process.

Schools that have shown the greatest turn-around in student success have attributed their success to a number of factors. Some of those most frequently identified were:

Involvement in the Process by Principal, Regular Teaching Staff, Chapter 1 Personnel, and Parents;

Improved Coordination between Regular Education and Chapter 1;

Focussed Effort on a Specific Instructional Strategy or Intervention;

Joint Training for Regular Teaching and Chapter 1 Staff;

Commitment on the part of All Team Members; and

Hard Work to Implement the S.P.I. plan fully.

Chapter 1 Schoolwide Projects

Schools with at least 75% low income are allowed to use their Chapter 1 funds to serve all students in the school. Schools choosing to develop a schoolwide project are required to develop a plan that must be approved by the S.E.A. They also conduct a more extensive, longitudinal evaluation to show project effectiveness. During the 1990-91 school year, five schools participated in schoolwide projects.

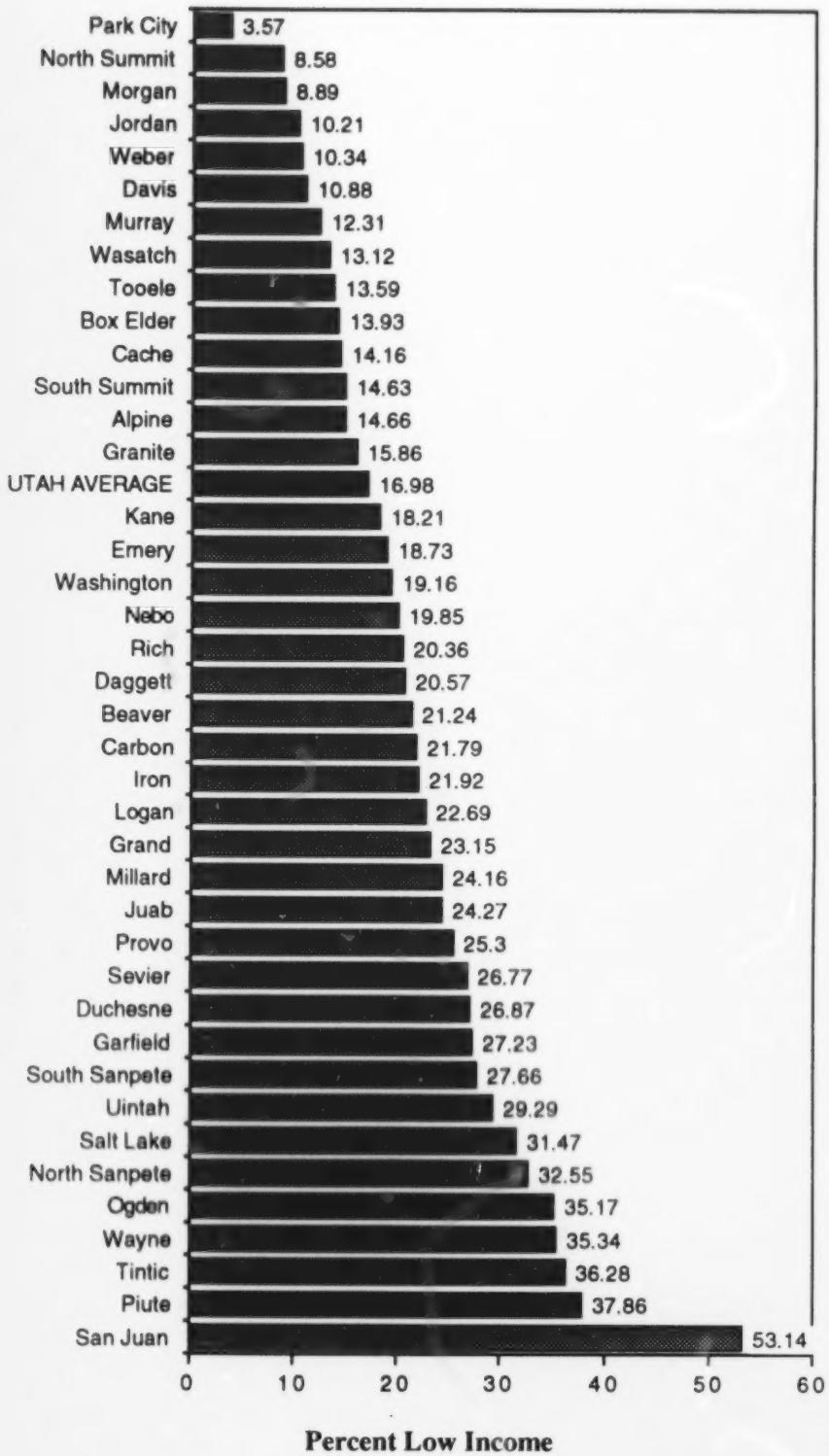
Chapter 1 Inservice Training Activities

The Chapter 1 unit of the Utah State Office of Education, in cooperation with local school districts, provided a number of inservice training activities during the 1990-91 school year. Local Chapter 1 directors responded to an Inservice Needs Survey in which they prioritized training needs. In response to those needs the S.E.A. organized the following conferences and workshops:

Date	Location	Activity
9/4/90	**Emery School District**	**Higher Order Thinking Skills Workshop**
9/16/90	**San Juan School District**	**Higher Order Thinking Skills Workshop**
10/30/90	**Ogden**	**Chapter 1 Northern Region Conference**
10/31/90	**Provo**	**School Program Improvement State Conference**
12/13/90	**Cedar City**	**Chapter 1 Southern Region Conference**
12/14/90	**Salt Lake City**	**State Chapter 1 Secondary Conference**
1/9/91	**Provo**	**Chapter 1 Central Region Conference**
3/21-22/91	**St. George**	**Chapter 1 S.E.A./L.E.A. Directors Annual Conference**
4/11/91	**Provo**	**Success for All Students Conference**

Approximately 1350 Chapter 1 directors, teachers, teaching assistants, superintendents, principals, classroom teachers, support personnel, and parents participated in the conferences and workshops. The themes presented at the different conferences included information about instructional strategies, student motivation, innovation and reform, effective Chapter 1 programs, identifying individual student needs, and relevant information about Chapter 1 policy and practices.

Low Income in Utah
(1990-91)



Chapter 1 L.E.A. Grants
(1990-91)

District	District Enrollment	# Chapter 1 Students	Chapter 1 Funds
Alpine	38,054	1,212	$1,058,359
Beaver	1,366	118	$95,467
Box Elder	10,802	604	$373,022
Cache	12,238	445	$329,027
Carbon	5,134	590	$156,997
Daggett	184	34	$15,658
Davis	53,369	2,374	$1,016,500
Duchesne	4,028	380	$221,447
Emery	3,516	331	$133,471
Garfield	1,084	226	$49,834
Grand	1,419	111	$91,019
Granite	77,262	7,203	$2,925,873
Iron	5,119	596	$244,602
Jordan	63,434	1,922	$1,566,841
Juab	1,539	146	$88,592
Kane	1,393	153	$95,567
Logan	5,592	542	$242,913
Millard	3,702	346	$198,221
Morgan	1,788	136	$45,131
Murray	6,335	817	$178,981
Nebo	16,218	1,035	$653,255
North Sanpete	2,250	487	$150,347
North Summit	901	68	$30,926
Ogden	11,692	1,671	$963,644
Park City	1,976	79	$19,599
Piute	363	16	$15,257
Provo	13,065	1,180	$675,640
Rich	541	38	$36,345
Salt Lake	24,149	2,847	$1,667,893
San Juan	3,401	946	$706,995
Sevier	4,689	480	$198,650
South Sanpete	2,687	289	$142,752
South Summit	1,027	67	$68,289
Tintic	225	55	$26,953
Tooele	6,997	487	$290,589
Uintah	6,368	690	$385,798
Wasatch	2,913	237	$105,920
Washington	13,223	1,064	$514,900
Wayne	619	59	$42,278
Weber	25,220	1,008	$564,983
TOTALS	435,882	30,972	$16,388,535

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